

Thurgoona Public School

Annual Report



2016



3208

Introduction

The Annual Report for **2016** is provided to the community of **Thurgoona Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Theresa Kane

Relieving Principal

School contact details

Thurgoona Public School

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6043 1244

Message from the Principal

During 2016 the students at Thurgoona Public School have been provided with a wide range of opportunities and have achieved success in sporting, cultural and academic domains.

The staff are dedicated to the development of the whole child, placing importance on the academic, social and emotional development of students. I would like to recognise the dedication and commitment of the staff at Thurgoona Public School and congratulate them on the manner in which they supported students during 2016. I am very proud to have had the opportunity to work with such a supportive team of teachers.

The Parents and Citizens Association is extremely active in their efforts to raise funds for the school while providing opportunities for the school community to participate in family events such as Cinema Under the Stars. Funds raised by the parent body have included the purchase of interactive televisions, reading resources for all stages and additional resources for the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the achievements and areas of development at Thurgoona Public School.

Message from the school community

Once again our P&C, has had a busy and profitable year. The outstanding success for 2016 is due to our hard working dedicated P&C members. I have had great pleasure working alongside P & C members and our wonderful staff, who are always more than happy to assist us with numerous fundraising events.

This year we managed to raise over \$12,000. This was due to the Election day BBQ, Cinema under the stars, the Art auction BBQ and our very popular Gold Coast raffle. Some of the resources that we were able to purchase for the School in 2016 were an interactive smart TV, for one of the demountable classrooms, classroom readers for early stage one and stage one and new whiteboards for the early stage one classrooms. We have dedicated a further \$5,000 for readers for stage two & three as well as another interactive smart TV for the new demountable classroom.

Amanda, the Canteen supervisor, had a busy year, with the help of regular volunteers. Amanda once again ran special days, hotdog days and colour themed days to try and boost the canteen sales. In May we implemented a monthly stocktake. To gain a better idea of the true value of stock on hand. Amanda also started weekly running sheets to tally purchases and sales. We were lucky to be chosen to take part in a Healthy Canteen Menu Program which was conducted by Murrumbidgee Health. Our canteen showed to only have a small percentage of the "Red" occasional food items, a result they were very happy with. As a thankyou for taking part, we were given a \$500 voucher to purchase some much needed equipment for the canteen.

The uniform shop also had a terrific year, with both new and second hand sales. This was made even better by the commission cheque we received from Lowes.

Finally I wish to extend my deepest gratitude and thanks to all the P&C members for their continual commitment, support and hard work which is often conducted in their own time. All the amazing things that we do, would not be possible without each and every one of you. Many thanks also extend to our fabulous Principal and all members of staff who are always more than happy to help out, with all our fundraising events. I hope 2017 is just as successful as this year has been.

Kelley Webster

2016 P & C President

Message from the students

As leaders of Thurgoona Public School we have been able to do many important jobs including representing the school at the ANZAC day march in Albury and the ceremony at Monument Hill, as well as Remembrance Day, at SRC fundraisers and school leadership days, both in school and out of school.

This year Thurgoona Public School students have been able to participate in a School Talent Quest, Crazy Hair Day, Year 6 "Have a Go", Footy Colours Day, Peer Support, Beanie Day, School Camps and much more. Our students have also been able to participate in many sporting activities including gymnastics, swimming, cross country, athletics and many team sports. A number of our students have represented the school at District and Riverina carnivals. This year students have been fortunate enough to take part in Drama Club, Drawing Club, Chess, Debating, Public Speaking and much more. 2016 has been a great year with so many opportunities coming our way. We have learnt so much this year from being School Captains and have enjoyed the privilege.

We would like to thank Mrs Courtney, Mrs Kane and our teachers for their support and encouragement over this year and for preparing us for High School next year. We would like to extend our thanks to the all staff members, parents & volunteers of our amazing P&C for the help, assistance and fundraising you provide to our wonderful school. We extend our thanks to Amanda from the canteen, Kyle the grounds maintenance man, Sue & Rita our school crossing ladies, the cleaners, the learning support staff and to the staff who run our school office on a daily basis. We thank you and appreciate the work you do to make our school a better place. To our fellow student leaders and SRC members 'well done'. This year it has been fun working with you to help achieve all that we have for Thurgoona Public School. To the students, especially our peers in Year 6, thank you for the friendship, fun, support and cooperation this year and over the past seven years. Next year we start again at the bottom of the chain and leave the safety of Thurgoona Public School but we believe we all have been given lasting memories and the tools and confidence to do well. Last, but not least, to the Year 5 newly elected leaders we hope you enjoy representing this great school as much as we have and wish you the very best in 2017.

Keira Gardiner, Zac Gigliotti

School background

School vision statement

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, creative and successful lifelong learners.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the NSW/Victorian border. It has a student population of 400 students which equates to 16 classes arranged in staged based groups. The school enjoys strong support from family and community members, and encourages and values this partnership.

The schools motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

The Riverina HOW2Learn initiative acts as an umbrella for learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacity to support students to be successful global citizens. The principle is based on an understanding that all students have the capacity to learn.

Thurgoona Public School is an active member of the Northern Spirit Learning Community. We have fostered strong partnerships as a community of schools and as such have built strong networks to effectively build capacity across schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

LEARNING:

Learning Culture Statement of Excellence: In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. The school's on-balance judgement for this element is: Sustaining and Growing

Wellbeing Statement of Excellence: In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The school's on-balance judgement for this element is: Sustaining and Growing

Curriculum and Learning Statement of Excellence: In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The school's on-balance judgement for this element is: Delivering

Assessment and Reporting Statement of Excellence: In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The school's on-balance judgement for this element is: Working towards Delivering

Student Performance Measures Statement of Excellence: In schools that excel, students consistently perform at high levels on external and internal school performance measures. The school's on-balance judgement for this element is: Working towards Delivering

TEACHING:

Effective Classroom Practice Statement of Excellence: In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing

Data Skills and Use Statement of Excellence: In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions. The school's on-balance judgement for this element is: Working towards Delivering

Collaborative Practice Statement of Excellence: In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on-balance judgement for this element is: Sustaining and Growing

Learning and Development Statement of Excellence: In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The school's on-balance judgement for this element is: Sustaining and Growing

Professional Standards Statement of Excellence: In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. The school's on-balance judgement for this element is: Sustaining and Growing

LEADING:

Leadership Statement of Excellence: In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The school's on-balance judgement for this element is: Sustaining and Growing

School Planning, Implementation and Reporting Statement of Excellence: In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. The school's on-balance judgement for this element is: Working towards Delivering

School Resources Statement of Excellence: In schools that excel, resources are strategically used to achieve improved student outcomes. The school's on-balance judgement for this element is: Delivering

Management Practices and Processes Statement of Excellence: In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on-balance judgement for this element is: Sustaining and Growing

School determined next steps in the self-assessment process;

- The school will analyse assessment data to monitor, track and report student and school performance and inform teaching practice.
- Teachers will use a consistent approach to giving quality feedback to students on how to improve Literacy and Numeracy.
- School Plan will be reviewed to ensure it aligns to local and system priorities and is responsive to emerging needs.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leading Learning – Excellence in Teaching

Purpose

To create a powerful learning culture that equips our learning community with the tool to develop flexible mind sets which enable all stakeholders to become successful global citizens.

This is enriched by an unequivocal belief that all learners will develop dispositions of successful lifelong learning including the capacity to be resilient, resourceful, reciprocal, responsible and reflective.

Overall summary of progress

Throughout the year staff gained a more thorough understanding of how to use data to inform their teaching and learning cycle. Staff worked collaboratively to improve practice through observations and professional conversations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers work together to improve teaching and learning for all students. Teachers analyse and use student data to inform teaching and differentiate teaching and learning programs to meet the needs of all students.	Professional learning needs are identified and staff participate in targeted professional learning PLAN data was entered in week five and week ten during semester two. Staff became more aware of continuum markers and how to plot students in PLAN software. Planned professional development supported staff in how to use data to inform teaching and learning.	Targeted Professional Development – \$2000.00
Teacher mentor and observation program is embedded into school practice	Coaching conversations and lesson observations were undertaken by teaching staff. All students had learning goals although they were not always able to articulate or understand what they were working towards.	Quality Teaching, Successful Students – \$15303.00

Next Steps

- Limitation of the coaching and mentoring model included a prescribed timetable reducing the possibility of observing a range of key learning areas. The model only included lesson observation and feedback and it was identified that a meeting prior to the lesson observation was necessary. The model will be reviewed and refined in 2017.
- Parents will be invited to participate in a 3 way conferencing model. The process will encourage collaboration between students, teachers and parents.
- All Early Stage One and Stage One teachers will participate in Language, Learning and Literacy professional development.
- All Stage Two and Stage Three teachers will participate in Focus on Reading professional development.
- Continue monitoring and analysing student and school data to ensure students are being taught at point of need.
- Develop Performance and Development planning and evidence collection booklets to assist staff with Performance and Development, accreditation and maintenance reporting.
- Engage in a school improvement program called 'Curiosity and Powerful Learning'.

Strategic Direction 2

Building Our Community – Inspiring Everyone

Purpose

To extend links and build strong partnerships with parents/carers and wider community in order to provide a differentiated curriculum which meets the needs of students, staff and community.

To promote leadership opportunities and a sense of social responsibility while nurturing learners of the 21st century.

Overall summary of progress

All parents received formal reports twice during the year with effective feedback based around the academic, social and emotional development of students. The school community is informed about upcoming events and student achievement through the introduction of electronic communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
70% of parents/carers feel there are informative, efficient and practical communication systems in operation.	School Stream, an electronic communication platform, was purchased and set up. A school administrator was appointed and the executive team were trained. Information sessions were conducted for parents to inform them how to access School Stream and customise their settings. The school noticeboard was updated as required and areas of the school website were updated regularly.	Local Decision Making \$1098.00 Catering \$200.00
100% of parents receive effective feedback linked to their child's academic, social and emotional needs	Data was collected at parent information sessions to measure parent attendance and satisfaction linked to information sessions. SMART Goals were developed although parent and student consultation was minimal and 3 way conferencing was not conducted.	Catering and resources \$1500.00

Next Steps

- A more effective and efficient system to update the school website will be investigated and implemented.
- Alternatives to the current road side noticeboard will be investigated including an electronic noticeboard.
- In preparation for additional information sessions parents will be surveyed to determine areas of interest or need.
- The formal student report documentation and structure of parent and teacher interviews will be reviewed and revised.

Strategic Direction 3

Environment – In a great place

Purpose

To foster leadership skills and social responsibility.

To adopt an approach to student welfare, learning and engagement which demonstrates consistent expectations in a positive learning environment where success is celebrated; develops students to be resilient, caring and responsible citizens; and develops effective partnerships with our community.

Overall summary of progress

The school environment grew physically as did students knowledge of environmental issues. Staff expertise was used to develop interest groups to broaden students knowledge and participation in activities. The school community was involved in an extensive range of school activities which resulted in a positive and collaborative school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school identifies expertise within its staff and draws on this to develop the professional community.	Staff participated in professional development linked to school priorities and performance and development plans. An increasing number of staff took on a leadership role within the school year.	Professional development \$9921.00 Resources \$5000.00
The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	Students have had extensive opportunities to participate in a variety of social and academic activities. These included debating, public speaking, environmental education, dance ensemble, sporting opportunities and participating in the recognition of significant days. A working party has commenced reviewing the welfare policy.	Catering and resources for significant cultural events. Aboriginal background loading \$2000.00 Charles Sturt University Grant \$1000.00

Next Steps

- Supervisors will take a more active role encouraging and mentoring staff into leadership roles based on the strategic directions, individual skills and Performance and Development Plans
- The beginning teacher mentor program will be reviewed.
- A welfare policy working party will be established to revise the current school welfare policy and utilise the Wellbeing Framework Self Assessment Tool as a starting point for baseline data.
- Grants will be sourced to support environmental programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Performance fees and catering expenses for significant events including NAIDOC Day were funded. Additional School Learning Support Officer time allowed identified Aboriginal students to be supported in the classroom. Personalised Learning Pathways were developed and revised for all Aboriginal students and students were tracked on the literacy and numeracy continuums. Release was provided for School Administration Officer and Assistant Principal the attend local AECG meetings.	Aboriginal background loading – \$11,441.00
English language proficiency	Identified students were supported by Learning Support Officers. This was a fluid and flexible model of support.	English language proficiency – \$2395.00
Low level adjustment for disability	Full time learning and Support Teacher provided specialised individual and group teaching to support identified students. Teachers developed necessary plans for all identified students including Individual Learning Plans, Learning Adjustments, Behaviour Plans and Out of Home Care Plans. This ensured that the social, emotional and academic needs of students were identified and catered for. Student Learning Support Officers worked with targeted students and implemented programs.	Low level adjustment for disability – \$145,918.00
Quality Teaching, Successful Students (QTSS)	Mentoring and coaching was timetabled across the school enabling teachers to be mentored and coached by their executive supervisor. This enabled teachers to reflect on programming, lesson delivery and classroom management and supported quality teaching. The Performance and Development Cycle was embedded into this process.	Quality Teaching, Successful Students – \$15,303.00
Socio-economic background	Funds were used to supplement student costs of school activities and ensured that all students had the opportunity to participate in excursions and extra-curricular activities. Additional Learning Support Officer time provided identified students with additional support within the classroom and playground.	Socio-economic background – \$24,745.00
Support for beginning teachers	Beginning and New Scheme Teachers were supported with mentors and supervisors and were allocated additional release. A number of teachers were supported as they completed their Accreditation.	Support for beginning teachers – \$3811.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	187	222	214	233
Girls	174	180	193	205

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	96	95.8	94.5
1	95.5	95.5	95	93.8
2	96.2	95.8	95.2	95
3	96.1	96.1	95	94.7
4	96.3	95.7	94.5	93.8
5	94	94.3	93.7	93
6	93.2	92.8	92.3	93.2
All Years	95.2	95.2	94.5	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates are comparable or above state averages. Staff are committed to improving attendance rates, including partial attendance.

Class sizes

Class	Total
K BOTTLEBRUSH	19
K WATTLE	19
K GREVILLEA	19
K DAISY	19
S1 LOMANDRA	23
S1 CALYTRIX	23
S1 KURRAJONG	22
S1 KANGAROO PAW	21
S1 HIBISCUS	22
S1 GIMLET GUM	23
S2 VIOLET	28
S2 FERN	27
S2 DRYANDRA	27
S2 BANKSIA	28
S3 WARATAH	27
S3 BORONIA	26
S3 BLUEGUM	26
S3 ACACIA	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.41
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	3.05
Other Positions	0.15

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Thurgoona Public School has one Aboriginal staff member who is employed in a fulltime capacity as a School Administration Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6.4

Professional learning and teacher accreditation

Staff at Thurgoona Public School participated in professional development designed to build staff capacity and achieve school priorities. Professional development included:

- School based HOW2Learn Trainers completing their training.
- All teaching staff continuing school based HOW2Learn training
- Two staff completing Reading Recovery training
- All staff completing mandatory training including CPR, Child Protection and Anaphylaxis
- Staff participating in the Northern Spirit combined staff development day
- Teaching staff completing Proficiency requirements
- Staff completing online courses including Personalised Learning and Autism
- Aspiring Leaders training
- Sue Larkey Autism Workshop
- PLAN data analysis including an understanding of how to plot students on the literacy and numeracy continuums

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	471 087.82
Revenue	3 244 208.24
(2a) Appropriation	3 115 496.65
(2b) Sale of Goods and Services	1 966.50
(2c) Grants and Contributions	122 840.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 904.26
Expenses	-3 241 707.55
Recurrent Expenses	-3 241 707.55
(3a) Employee Related	-2 969 292.62
(3b) Operating Expenses	-272 414.93
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	2 500.69
Balance Carried Forward	473 588.51

The information provided in the Financial summary is current at the date shown. The summary includes reporting from 1 January 2016 to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

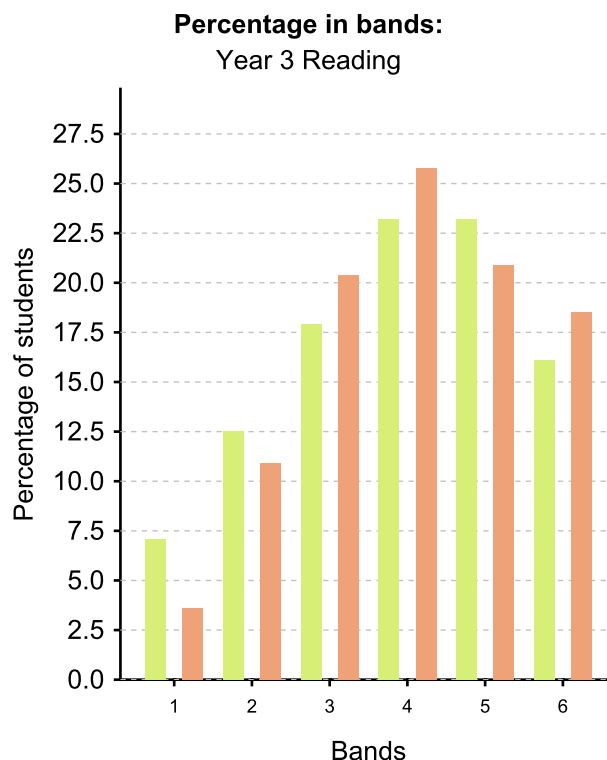
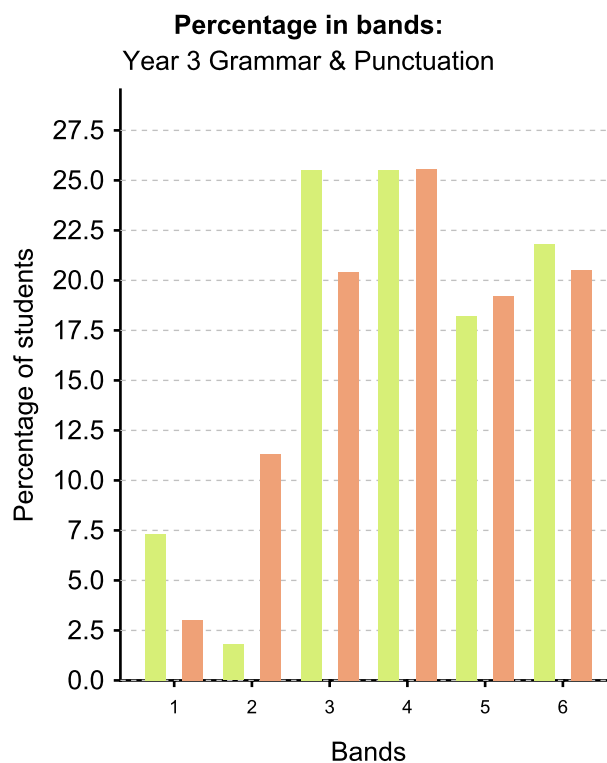
	2016 Actual (\$)
Base Total	2 665 579.27
Base Per Capita	22 015.44
Base Location	3 686.00
Other Base	2 639 877.84
Equity Total	184 499.61
Equity Aboriginal	11 441.33
Equity Socio economic	24 744.90
Equity Language	2 395.15
Equity Disability	145 918.23
Targeted Total	158 028.35
Other Total	84 528.29
Grand Total	3 092 635.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

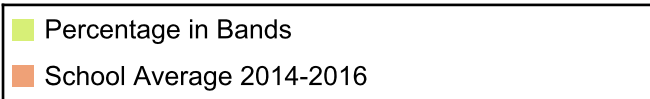
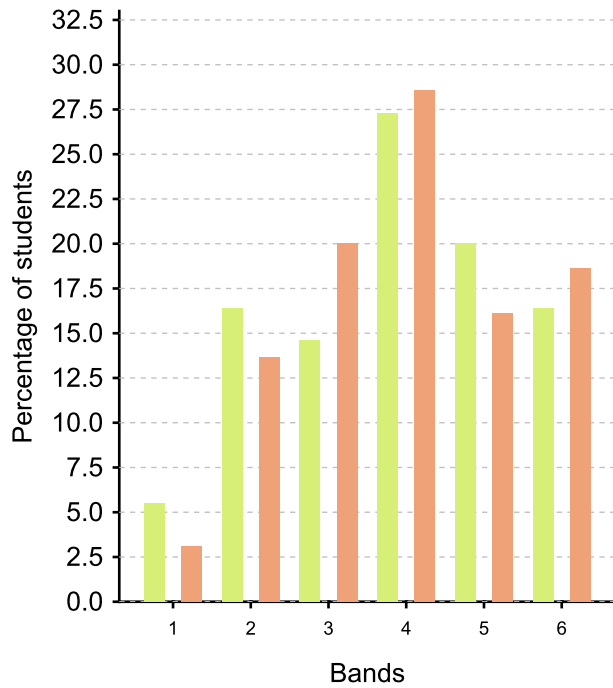
School performance

NAPLAN

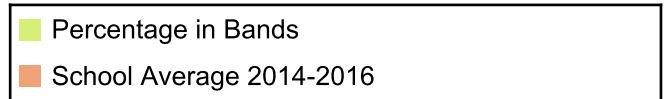
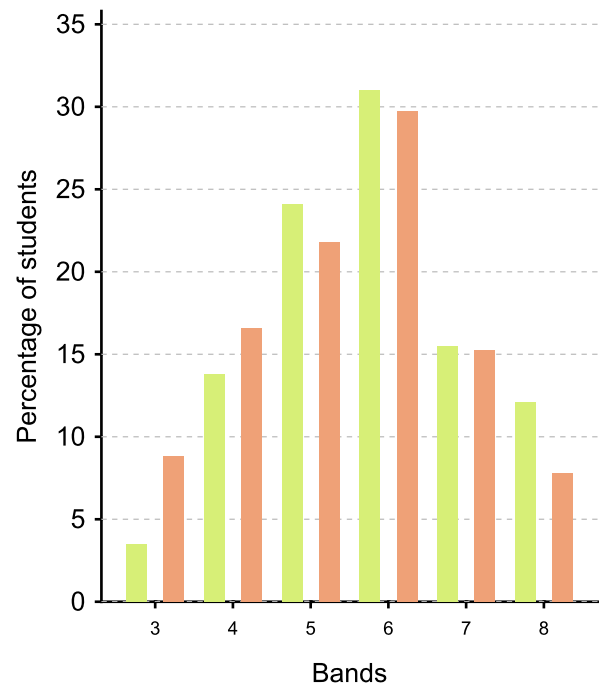
Year 5 NAPLAN results indicate an increased number of students in the top two bands in all areas. In Reading there was an increase of 15%, in Writing an increase of 10.4%, in Grammar and Punctuation an increase of 10.5%, in Number an increase of 7.3% and in Number, Patterns and Algebra an increase of 8.6%. Year 3 results indicate a less significant growth. In Spelling there was an increase of 5.1% of students in the top two bands. Explicit programs have been introduced in Early Stage One and Stage One to support student learning outcomes.



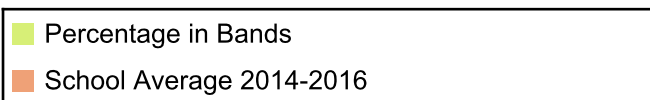
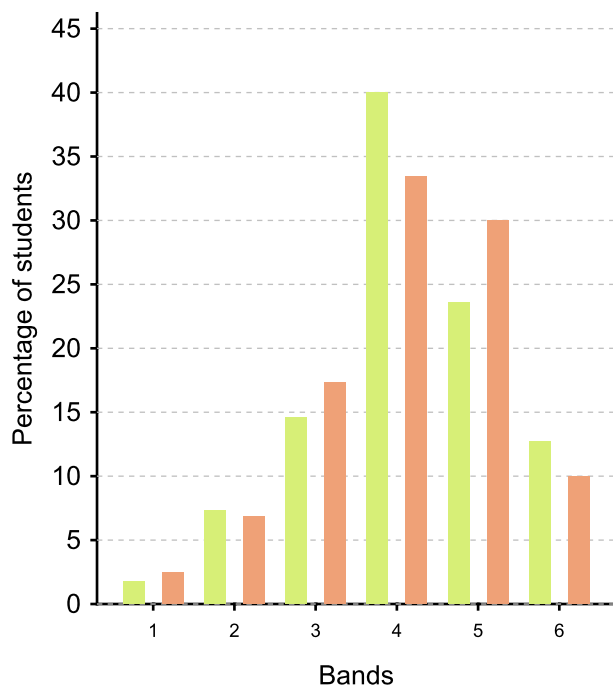
Percentage in bands:
Year 3 Spelling



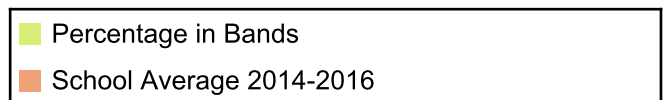
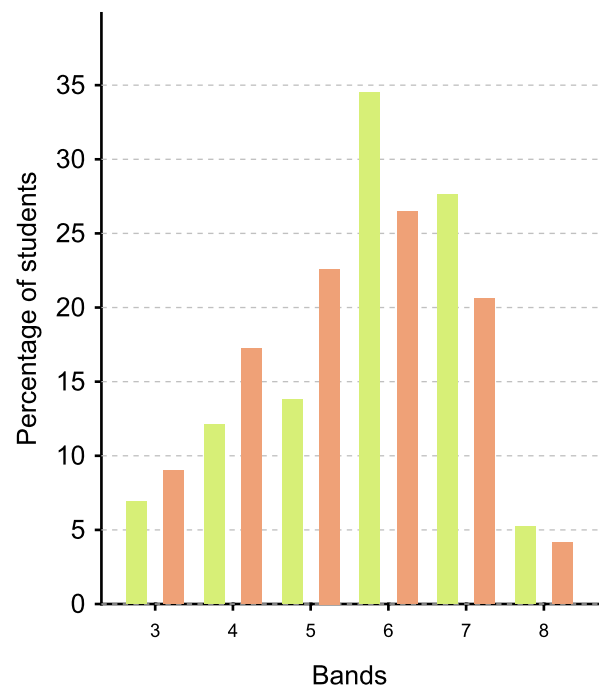
Percentage in bands:
Year 5 Grammar & Punctuation



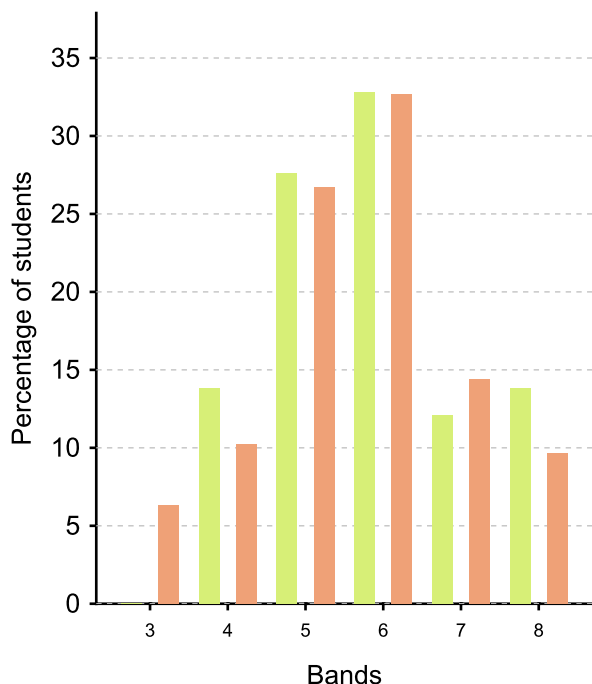
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

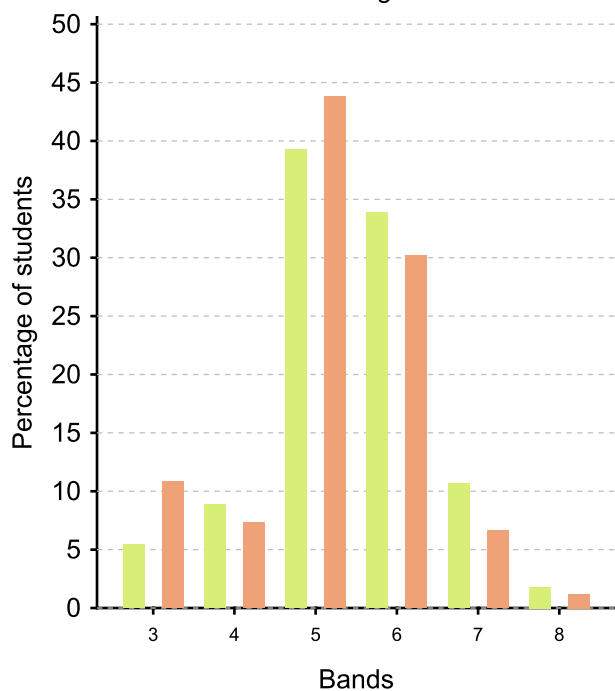


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are represented below.

In 2016 the school sought the opinions of parents, students and teachers in a variety of ways. This included: Tell Them From Me Survey, school based surveys and feedback following meetings and presentations. Due to the limited number of parents and teachers responding to the survey, the Tell Them From Me organisation was unable to produce accurate data. Student responses indicated that students:

- feel teachers are responsive to their needs and encourage independence
- feel accepted and valued by their peers and by others at the school
- find classroom instruction is well organised, with a clear purpose, and with immediate and appropriate feedback that helps them
- play sports with an instructor at school, other than in gym class and take part in art, drama, music and extracurricular activities.

Following parent information evenings feedback from parents included statements such as: *found it very informative, great information and interesting, well organised, concise, perhaps five minutes longer per session, as parents the more we know the better and thank you, practical information.* Parents also provided feedback relating to the school assembly. They indicated that they valued assemblies although they needed to be more organised and that parents would appreciate being contacted if their children were going to receive awards. Parent feedback linked to the newsletter highlighted how much parents valued the school newsletter and in particular the calendar, principal message, itemised information and photographs.

Policy requirements

Aboriginal education

Thurgoona Public School is committed to improving the educational outcomes of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Thurgoona Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following manner:

- Acknowledging the traditional custodians of the land in all assemblies and school functions.
- Integrating Aboriginal perspectives across Key Learning Areas so students can develop a deep knowledge and understanding of the Aboriginal culture.
- Staff attendance at local AECG meetings and ensuring an AECG representative is a member of all employment panels.

– The school employs an Aboriginal School Administrative Officer who voluntarily liaises with the families of Aboriginal students.

Multicultural and anti-racism education

Thurgoona Public School has maintained a focus on multicultural education by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society. The school ensures that culturally inclusive classroom and school practices are embedded for all students. This process fosters an understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.